

Calendar of Learning & Teaching Activities

History of the Holocaust (History 420)

Fall 2024

Meeting Room:

Meeting Times: Tu & Th, 11:00-12:15 PM

(30983)

Syllabus updated 17 August 2024

[History of the Holocaust Webpage](#)

Dr. Stallbaumer-Beishline

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Student Drop-in Hours (251 AAB)

Mondays: 1:00-3:00 PM

Tuesdays: 3:00-3:30 PM

Wednesdays: 1:00-3:00 PM

Thursdays: 3:00 PM-3:30 PM

Happy to schedule appointments outside these times as well; just contact me. To meet by Zoom, please request.

Email Etiquette:

- Always include in which course you are enrolled
- Always include the topic of your email in the memo line
- Never assume that I read my email more than once a day, or that I will respond immediately when you send a message
- The lack of planning on your part does not constitute an emergency on my part

According to the schedule below, you should have **STUDIED** by the date of the class meeting in which the assigned readings are discussed. Please note when assignments are due. Any revisions that I make on the calendar will be made in the Content modules, placed in announcements, and sent to your school email. It is your responsibility to check for these notifications. If in doubt, please do not hesitate to contact me.

All assignment guidelines are explained in the document entitled "Syllabus Details," and located in BRIGHTSPACE Content Modules. A brief overview of everything is explained in an infographic.

If we are forced online, class meetings will still be held through Zoom. If a lecture is scheduled for that day, you will be asked to study recorded lectures in advance with the support of Skeletal Lecture Notes. During our class meeting, we will discuss the lecture content.

Estimated Reading or Study Times (ERT or EST) are just that – an estimate. When we encounter people, places, and concepts that are unfamiliar to us, reading takes longer. What is more, the reading times do not account for short breaks or time taken to make notes.

"...knowing how to read something results almost automatically from knowing why we are reading, and without some purpose, reading is an aimless activity." ~ Katherine Gottschalk and Keith Hjortshoj¹

So, be sure to look ahead at assignments



This syllabus is subject to change

Class Meeting Dates	Schedule of Assignment Deadlines, Readings, Class Meetings All readings not including Doris Bergen, Christopher Browning, and Primo Levi are located in the History of the Holocaust Workbook
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Tues, 27 Aug	Course Introduction
Between classes do the following	<input type="checkbox"/> Read and make notes Bergen, <i>War & Genocide</i> , introduction, and chapters 1-2 (Reading guides available in BRIGHTSPACE) (ERT: 2.5 hours) <input type="checkbox"/> Upload Prior Knowledge-Perception Response to BRIGHTSPACE Assignments by 11:00 AM, Thursday, 29 August
Thu, 29 Aug	Lecture: Hitler and the German People 1. What are your assumptions about how lives are lived in a dictatorship? 2. What was Hitler's role in the Nazi state? 3. How did ordinary Germans influence the racial state? 4. Why did the "final solution" emerge out of Germany?
Between classes do the following	<input type="checkbox"/> Read and make notes Claudia Koonz, "Genocide and Eugenics" (ERT: 60 min) <input type="checkbox"/> Read and Make Notes "Doing History" (ERT: 30 min) <input type="checkbox"/> If you added the course after 29 August, the Prior Knowledge-perception Assignment folder remains open until 5 September, 11 AM.
Tue, 3 Sep	Discussion of Claudia Koonz, "Genocide and Eugenics" (ERT: 60 min) 1. What makes a "racial state"? 2. "How does it happen that people become things?" 3. How do you read secondary sources? 4. What does it mean to "do history"? In-Class Practice Quiz on Lecture: Hitler and the German People
Between classes do the following	<input type="checkbox"/> Read and make notes Bergen, <i>War & Genocide</i> , chapter 3 (ERT: 60 min) (Reading guides available in BRIGHTSPACE) <input type="checkbox"/> Quiz 1 Opens at 1 PM Tues, 3 Sep and closes, Sunday, 8 Sep at 11:59 PM Bergen, <i>War & Genocide</i> , Introduction, Chapters 1-2 and Koonz, "Genocide and Eugenics" <input type="checkbox"/> If you added the course after 29 August, the Prior Knowledge-perception Assignment folder remains open until 5 September, 11 AM.
Thu, 5 Sep	Lecture: Antisemitism, Racism, and Prejudice 1. What is racism? 2. Why were Jews and other groups singled out as "enemies"? 3. Why would individuals find anti-Semitism or racism appealing? 4. What is prejudice and the role of group prejudice?
Between classes do the following	<input type="checkbox"/> Quiz 1 closes Sunday, 8 Sep at 11:59 PM <input type="checkbox"/> Read and make notes Creating a Racial State, Part 1 (ERT: 2 hours) (Worksheet in Brightspace and Photocopy Packet) <input type="checkbox"/> Begin composing Document Log Entry 1 <input type="checkbox"/> Optional Documentary: The Nazis: Helped into Power
Tue, 10 Sep	Discussion: How was Germany turned into a racial state? 1. How do you read primary sources?

	<ol style="list-style-type: none"> 2. What techniques were being employed by Reich officials (i.e. Nazi Party Leaders at the level of the national government), by local party or government leaders, by German citizens to promote a racial state? 3. Why were certain groups targeted by the Nazi state? And how were they persecuted? 4. What evidence can you find to support and/or refute the statement: "All Germans were agreed upon the goals and implementation of Nazi racial policies"?
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Quiz 2 Opens at 1 PM Tues, 10 Sep and closes, Sunday, 15 Sep at 11:59 PM on Bergen, <i>War & Genocide</i>, chapter 3; Lecture: Antisemitism, Racism, and Prejudice Read and make notes Creating a Racial State, Part 2 (ERT: 2.5 hours) (Worksheet in Brightspace and Photocopy Packet) <input type="checkbox"/> Bring Hard Copy of Document Log Entry 1 on Thursday, 12 September, 11:00 AM and upload to BRIGHTSPACE Assignment Folder <input type="checkbox"/> Optional Documentary Film: The Nazis: Chaos and Consent
Thu, 12 Sep	<p>Collecting DLE 1 in class</p> <p>Discussion: How was Germany turned into a racial state?</p> <ol style="list-style-type: none"> 1. What techniques were being employed by Reich officials (i.e. Nazi Party Leaders at the level of the national government), by local party or government leaders, by German citizens to promote a racial state? 2. Why were certain groups targeted by the Nazi state? And how were they persecuted? 3. What evidence can you find to support and/or refute the statement: "All Germans were agreed upon the goals and implementation of Nazi racial policies"?
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Quiz 2 closes on Sunday, 15 Sep, 11:59 PM <input type="checkbox"/> Read and make notes Bergen, <i>War & Genocide</i>, chapters 4-5 (ERT: 2.5 hours) (Reading guides available in BRIGHTSPACE) <input type="checkbox"/> Optional: <ul style="list-style-type: none"> o Documentary Film The Nazis: The Wild East (50 min) o Documentary Film on The Nazis: The Wrong War (50 min)
Tue, 17 Sep	<p>Lecture: The Search for a "Solution" to the "Racial Problems" of Germany</p> <ol style="list-style-type: none"> 1. How should we interpret the pre-war context of persecuting German Jews, the Roma and Sinti, disabled, and homosexuals? 2. How should we interpret the events between 1939 and 1941 to arrive at the answer of the origins of the "final solution"?
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Quiz 3 Opens at 1 PM Tues, 17 Sep and closes on Sunday, 22 September, 11:59 PM on Bergen, <i>War & Genocide</i>, chapter 4-5; Lecture: The Search for a "Solution" to the "Racial Problems" of Germany <input type="checkbox"/> Preview DLE 2

	<input type="checkbox"/> Read and make notes Documents on the Origins of the Final Solution, Part 1 (ERT: 2.5 hours) (Worksheet Available in Brightspace) <input type="checkbox"/> Review the Essay Question and assignment guidelines <input type="checkbox"/> Preview Essay #1 <input type="checkbox"/> Review History Writing Manual or my YouTube videos about writing
Thu, 19 Sep	<p>Discussion: Drawing upon Document on the Origins of the Final Solution, Part 1, who all made the decision and when to exterminate?</p> <ol style="list-style-type: none"> 1. Why can we not reach absolute certainty or consensus about the decision-making behind genocide in Nazi Germany? 2. When was the phrase "final solution" used and what did it mean in context? 3. Was the decision to kill all of Europe's Jews made incrementally or intended from the time the Nazis came to power?
Between classes do the following	<input type="checkbox"/> Quiz 3 Closes on Sunday, 22 September, 11:59 PM <input type="checkbox"/> Read and make notes Documents on the Origins of the Final Solution, Part 2 (ERT: 3 hours) (Worksheet Available in Brightspace) <input type="checkbox"/> Bring Hard Copy of Document Log Entry 2 on Tuesday, 24 September, 11:00 AM and upload to BRIGHTSPACE Assignment Folder <input type="checkbox"/> Read and make notes Bergen, <i>War and Genocide</i> , chapter 6 (and review chapter 5) (ERT: 60 min) (Reading guides available in BRIGHTSPACE) <input type="checkbox"/> Be composing body paragraphs of Essay 1 (see History Writing Manual for why I suggest you start with body paragraphs)
Tue, 24 Sep	<p>Collecting DLE 2</p> <p>Discussion: Drawing upon Document on the Origins of the Final Solution, Part 2, who all made the decision and when to exterminate?</p> <ol style="list-style-type: none"> 1. Why can we not reach absolute certainty or consensus about the decision-making behind genocide in Nazi Germany? 2. When was the phrase "final solution" used and what did it mean in context? 3. Was the decision to kill all of Europe's Jews made incrementally or intended from the time the Nazis came to power?
Between classes do the following	<input type="checkbox"/> Be composing Essay 1 body paragraphs <input type="checkbox"/> Be seeking my support
Thu, 26 Sep	<p>Q&A What remains fuzzy about the Origins of the Final Solution?</p> <ul style="list-style-type: none"> • You should already be at least pre-writing your essay that facilitates the composition of body paragraphs. Bring that experience and your questions to class. • Great opportunity to revisit documents and secondary sources with classmates

Between classes do the following	<input type="checkbox"/> Be composing Essay 1 <input type="checkbox"/> Work with me and/or the WALES on the drafting of your essay
Tue, 1 Oct	Lecture: The Decision to Kill <ol style="list-style-type: none"> 1. What are the obstacles to researching the answer to this historical problem? 2. Who was involved in the decision-making? 3. When was the decision made? 4. How was the decision made? 5. Were all European Jews initially targeted?
Between classes do the following	<input type="checkbox"/> Quiz 4 Opens at 1 PM Tues, 1 Oct and closes on Sunday, 6 Oct, 11:59 PM on Bergen, <i>War & Genocide</i> , chapter 6; Lecture: Decision to Kill <input type="checkbox"/> Continue to revise your Essay 1 <input type="checkbox"/> Bring Essay 1 as a hard copy on Thursday, 3 Oct, 11:00 AM as a hard copy in class and upload to BRIGHTSPACE Assignment Folder <input type="checkbox"/> Read and make notes Bergen, <i>War & Genocide</i> , Chapter 7 (ERT: 60 min) <input type="checkbox"/> Begin reading Browning, <i>Ordinary Men</i> , Chapters being assigned include: prefaces, 1-2, 5-9, 16, 18 (Total ERT: 5 hours)
Thu, 3 Oct	Collecting Essay 1 in Class Lecture: Is perpetrator behavior comprehensible? <ol style="list-style-type: none"> 1. What motivated the perpetrators? 2. Were the perpetrators ordinary men capable of extraordinary evil? 3. Or were the perpetrators evil men doing evil?
Between classes do the following	<input type="checkbox"/> Quiz 4 Closes at 5 PM, on Sunday, 6 Oct, 11:59 PM <input type="checkbox"/> Read and make notes Browning, <i>Ordinary Men</i> , prefaces, chapters 1-2, 5-9, 16 (ERT: 3.5 hours) (Reading Guide in Brightspace)
Tue, 8 Oct	Discussion: Were the perpetrators ordinary men? <ol style="list-style-type: none"> 1. What is meant by "ordinary"? 2. How did Police Battalion 101 become killers? 3. Is Browning's thesis convincing? 4. What do we learn about the human nature of the perpetrators?
Between classes do the following	<input type="checkbox"/> Read and make notes Chapter 18, Browning's <i>Ordinary Men</i> (ERT: 1.5 hours) <input type="checkbox"/> Read and make notes, Peter Hayes, "Perpetrators: The 'Generation without Limits'" (ERT: 60 min) (Reading Guide in Brightspace) <input type="checkbox"/> Preview Essay 2 question <input type="checkbox"/> Please sign up for <i>Words to Outlive Us</i> at this collaborative word document
Thu, 10 Oct	Discussion: Were the perpetrators a "Generation without Limits"? <ol style="list-style-type: none"> 1. What does the research by Browning reveal about perpetrator motivations?

	<ol style="list-style-type: none"> Can generalizations about all perpetrators be made from Browning findings? Peter Hayes offers a summary of more recent research since Browning's publication <i>Ordinary Men</i>. How does Hayes' interpretation compare to Browning's? What is the distinction between volitional and situational explanations? 								
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Be drafting Essay 2 due on 24 October <input type="checkbox"/> Please sign up for <i>Words to Outlive Us</i> at this collaborative word document <input type="checkbox"/> Start reading <i>Words to Outlive Us</i> (Students will be randomly assigned to one of these four groups) (ERT for your group: 90 min) <p>Everyone Reads, <i>Words to Outlive Us</i>, Introduction</p> <table border="1"> <tr> <td>A</td> <td>Anonymous Woman; Helena Gutman-Staszewska; Stefania Staszewska</td> </tr> <tr> <td>B</td> <td>Adolf Berman; Stefan Ernst; Henryk Slobodzki</td> </tr> <tr> <td>C</td> <td>Henryk Bryskier; Natan Zelichower; Samuel Zylbersztejn</td> </tr> <tr> <td>D</td> <td>Chaim Hasenfus; Samuel Puterman; Marek Stok</td> </tr> </table>	A	Anonymous Woman; Helena Gutman-Staszewska; Stefania Staszewska	B	Adolf Berman; Stefan Ernst; Henryk Slobodzki	C	Henryk Bryskier; Natan Zelichower; Samuel Zylbersztejn	D	Chaim Hasenfus; Samuel Puterman; Marek Stok
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Tue, 15 Oct	<p>Lecture: Have the ghettos been ghettoized? Does the Holocaust impose limits on our language to communicate and comprehend "murder most foul"?</p> <ol style="list-style-type: none"> What is the place of the ghettos in Holocaust histories? How did ghetto conditions compare to concentration camps and killing centers? What are the risks that diarists and memoirists take in recording their experiences? Can we imagine the "terror that prevailed then"? What is the difference between selfish and "self-ish" behavior (Lawrence Langer)? 								
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Quiz 5 Opens at 1 PM Thurs, 17 Oct and closes on Tuesday, 22 Oct, 11:59 PM on Bergen, <i>War & Genocide</i>, chapter 7; Browning, <i>Ordinary Men</i>; Peter Hayes, "Perpetrators"; Lecture: Have the ghettos been ghettoized? <input type="checkbox"/> Be drafting Essay 2 due on 24 October <input type="checkbox"/> Be prepared to discuss your group readings with others to ponder patterns about experiences in the Warsaw Ghetto <input type="checkbox"/> Bring Hard Copy of Document Log Entry 3 on Thursday, 17 October, 11:00 AM and upload to BRIGHTSPACE Assignment Folder. <input type="checkbox"/> Optional Video Clips about Ghettos <ul style="list-style-type: none"> o Creation of the Ghetto (2:10) o Moving into the Ghetto (1:55) o Jewish Council Leader (3:25) o Jewish Police Created (1:48) <p>A Film Unfinished (90 minutes, about Warsaw Ghetto)</p>								
Thu, 17 Oct	<p>Collecting DLE 3</p> <p>Discussion: Life in the Ghetto: What is selfish and "self-ish" behavior?</p> <ul style="list-style-type: none"> • What history would you write about the Warsaw Ghetto? • How did resistance organize in the Warsaw Ghetto? 								

	<ul style="list-style-type: none"> • Were the <i>Judenrat</i> and Jewish police collaborators with the Nazis? • What do you learn about human nature from the experiences in <i>Words to Outlive Us</i>?
Between classes do the following	<input type="checkbox"/> Quiz 5 closes on Tuesday, 22 October at 11:59 PM <input type="checkbox"/> Be working on Essay 2 due on Thursday, 24 October <input type="checkbox"/> Study and make notes Bergen, <i>War & Genocide</i> , pp. 260-273 <input type="checkbox"/> Optional: Take the Virtual Museum Tour: Some Were Neighbors http://somewereneighbors.ushmm.org/ to ponder non-Jewish responses to persecution and levels of collaboration
Tue, 22 Oct	Screen first 60 Minutes of <i>The Pianist</i>
Between classes do the following	<input type="checkbox"/> Bring Essay 2 on Thursday, 24 Oct, 11:00 AM as a hard copy in class and upload to BRIGHTSPACE Assignment Folder
Thu, 24 Oct	Collecting Essay 2 in class Lecture: Jewish Responses to Persecution <ol style="list-style-type: none"> 1. How did Jews respond to persecution during the killing years? 2. What were some of the practical obstacles to resistance? 3. What forms did resistance take?
Between classes do the following	Read and Study <input type="checkbox"/> Read and make notes Raul Hilberg, "Two Thousand Years of Jewish Appeasement" (ERT: 30 min) <input type="checkbox"/> Read and make notes Yehuda Bauer, "Forms of Jewish Resistance" (ERT: 60 min)
Tue, 29 Oct	Discussion: How did Jews respond to their persecution? <ol style="list-style-type: none"> 1. What are some potential definitions of resistance? 2. What explains the contradictory interpretations put forth by Raul Hilberg and Yehuda Bauer? 3. Given your definition of resistance, did any of the Jewish responses to persecution amount to resistance?
Between classes do the following	<input type="checkbox"/> Quiz 6 Opens at 1 PM Tues, 31 Oct and closes on Tuesday, 4 Nov, 11:59 PM on Bergen, <i>War & Genocide</i> , pp. 260-273; Hilberg, "Two Thousand Years, "; Bauer, "Forms of Jewish Resistance"; Lecture: Jewish Responses to Persecution <input type="checkbox"/> Be reading Primo Levi's <i>Survival in Auschwitz</i> (ERT for Entire Book: 6 hours) <input type="checkbox"/> Study: What lessons can we learn about human nature from the Holocaust? (23:26) Skeletal Lecture Notes in Workbook and Brightspace
Thu, 31 Oct	Lecture: Memories of the Holocaust & Human Nature <ol style="list-style-type: none"> 1. What are the challenges that Holocaust survivors face when they bear witness? 2. How does the medium by which survivors bear witness influence what we learn? 3. What are the limits of language when bearing witness to "murder most foul"?

	<ol style="list-style-type: none"> 4. How might Lawrence Langer's "impromptu self" and distinction between selfish and "self-ish" behavior help us discuss survivor accounts? 5. Take questions on video lecture: What lessons can we learn about human nature from the Holocaust?
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Quiz 6 Closes on Tuesday, 5 Nov, 11:59 PM <input type="checkbox"/> Read and make notes Bergen, <i>War & Genocide</i>, chapter 8 (ERT: 60 min) <input type="checkbox"/> Preview DLE 4 <input type="checkbox"/> Be reading Primo Levi's <i>Survival in Auschwitz</i> (ERT for entire book: 6 hours) <input type="checkbox"/> Please sign up for <i>Fresh Wounds</i> for filling out this collaborative word document by selecting one of the four authors: Udel S., Nechama E., Lena K & Lena K's Children, and Rabbi Solomon
Tue, 5 Nov	<p>Documentary Film and Discussion: Kitty</p> <ol style="list-style-type: none"> 1. In what ways does language limit Kitty's ability to explain to her son David what happened to her and her mother at Auschwitz? 2. What do we learn about Kitty's experiences in Auschwitz from her recollections? 3. How does Kitty account for her survival? 4. What do we learn about human nature from Kitty's experiences?
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Read and make notes Levi, <i>Survival in Auschwitz</i>, all <input type="checkbox"/> Bring Hard Copy of Document Log Entry 4 on Thursday, 7 November, 11:00 AM and upload to BRIGHTSPACE Assignment Folder. <input type="checkbox"/> You could begin reading your selection of one of the four authors: Udel S., Nechama E., Lena K & Lena K's Children, and Rabbi Solomon from <i>Fresh Wounds</i>. Sign up at collaborative word document. <input type="checkbox"/> Preview DLE 5
Thu, 7 Nov	<p>Collecting DLE 4 in class</p> <p>Discussion: Levi's <i>Survival in Auschwitz</i></p> <ol style="list-style-type: none"> 1. Do we have evidence that Levi understood the limits of language? 2. How does Levi account for his survival? 3. What is Levi's "law of perspective"? 4. What did Levi learn about human nature of Auschwitz inmates and German guards from his experience in the camp? 5. In what ways were individuals, including Levi, being selfish or "self-ish"?
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Read and make notes <i>Fresh Wounds</i> Introduction (ERT 20 minutes), and the survivor whom you signed up for: Lena K and Lena K's Children (combined as one), Nechama E, Rabbi Solomon, Udel S (ERT: 60 minutes) <input type="checkbox"/> Bring Hard Copy of Document Log Entry 5 on Tuesday, 12 November, 11:00 AM and upload to BRIGHTSPACE Assignment Folder

Tue, 12 Nov	<p>Collecting DLE 5 in class</p> <p>Discussion: How do victims recall their experiences in the immediate aftermath of destruction?</p> <ol style="list-style-type: none"> 1. What and how do they recall? 2. What sort of experiences do the individuals share? How do their experiences differ? 3. Are there patterns to what and how the individuals recollect? 4. In what ways were the individuals being selfish or "self-ish"? 5. What do we learn about human nature from their experiences?
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> View and make notes of Recorded Lecture: <ul style="list-style-type: none"> o The Politics of Rescue Part 1: Introduction (9:00) <ul style="list-style-type: none"> ▪ Skeletal Lecture Notes in Workbook o The Persecution Years, 1933-mid-1941 (26:00) <ul style="list-style-type: none"> ▪ Skeletal Lecture Notes in Workbook <input type="checkbox"/> Read and make notes The Politics of Rescue Select Documents (ERT: 30 min) <input type="checkbox"/> Quiz 7 Opens at 1 PM Thurs, 14 Nov and closes on Tuesday, 19 November, 11:59 PM on Levi, <i>Survival in Auschwitz</i>; Lecture: Politics of Rescue, Parts 1 and 2 <input type="checkbox"/> Optional: <ul style="list-style-type: none"> o Explore the USHMM website below to learn more about the St. Louis, an on-line exhibit: http://www.ushmm.org/museum/exhibit/online/stlouis/ o The Jewish Virtual Library shares sources on the controversy of bombing Auschwitz o PBS documentary from 1994 America and the Holocaust o Later in fall 2022 many PBS stations will be releasing a new documentary by Ken Burns
Thu, 14 Nov	<p>Lecture: The Politics of Rescue during the Killing Years, 1941-1945</p> <ol style="list-style-type: none"> 1. Was rescue possible? In what contexts? 2. What were the obstacles to rescue? 3. What is counterfactual history and how does it shape interpretations about whether or not the United States did enough to rescue Jews?
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Quiz 7 Closes on Tuesday, 19 November, 11:59 PM <input type="checkbox"/> Read and make notes David Wyman, "Abandonment of the Jews" (ERT: 40 min) <input type="checkbox"/> Read and make notes Yehuda Bauer, "Negotiating for Jewish Lives" (ERT: 30 min) <input type="checkbox"/> Read and make notes William Rubinstein, "The Myth of Rescue" (ERT: 40 min)
Tue, 19 Nov	<p>Discussion: Could Jews have been rescued in larger numbers?</p> <ol style="list-style-type: none"> 1. Did the United States abandon the Jews? 2. Could the Nazi killing machine have been stopped? 3. Were the Allies morally obliged at least to explore rescue options if not attempt to rescue Jews?

	<p>4. If anti-Semitism and xenophobia created obstacles to rescue, how does that affect your interpretation of the historical problem of rescue?</p> <p>5. How does your current perspective about the US as a world leader influence your interpretation of the politics of rescue?</p>
Between classes do the following	<p><input type="checkbox"/> Quiz 8 Opens at 1 PM Thurs, 21 Nov and closes on Tuesday, 26 Nov at 11:59 PM on Wyman, "Abandonment of the Jews;" Yehuda Bauer, "Negotiating for Jewish Lives;" Rubinstein, "The Myth of Rescue"</p> <p><input type="checkbox"/> Review what is expected on the final exam and begin prepping for final exam</p>
Thu 21, Nov	<p>Film and Discussion: <i>They Risked their Lives</i></p> <ol style="list-style-type: none"> 1. What risks did Europeans take to rescue Jews? 2. Why did they risk their lives? 3. What were the obstacles to rescue?
Class Meeting Dates	<p><input type="checkbox"/> Quiz 8 Closes on Tuesday, 26 Nov at 11:59 PM</p> <p><input type="checkbox"/> Review what is expected on the final exam and begin prepping for final exam</p>
	Fall break 26-29 November
Tue, 3 Dec	<p>Film and Discussion: <i>The Long Way Home</i></p> <ol style="list-style-type: none"> 1. What were the experiences of Jewish survivors as Displaced Persons? 2. How important was the creation of an Israeli state to survivors?
Between classes do the following	<input type="checkbox"/> Reviewing and prepping for final exam
Thu, 5 Dec	T.b.a. – we will be meeting We will discuss the final exam Catch up on any topic if we fell behind
Between classes do the following	<input type="checkbox"/> Study for the final
Final Exam	In Class Final, Thursday, 12 December, 10:15 AM – 12:15 PM